



VICARAGE PARK CE PRIMARY SCHOOL

SEND Policy September 2026

Vicarage Park CE (VC) Primary School, Kendal School's Vision Statement

*Pupils at our school are encouraged to be bold and live a fulfilling life through the values of **compassion, responsibility and courage** as they grow to have a better understanding of themselves, find their place in the world and learn what it means to love their neighbour.*

Approved by	
Name:	
Position:	
Signed:	
Date:	September 2026
Proposed review date:	September 2027

Rationale

At Vicarage Park School we are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

Vicarage Park has an inclusive approach to the education of children with Special Educational Needs/Disabilities (SEND). There is a commitment to all children having a common entitlement to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. Children have the opportunity to feel valued, to experience success and feel positive about themselves. Our whole school core values of Compassion, Responsibility and Courage, are embedded in all that we do. We aim that our values, will not only resonate within every member of our school, but will also have an impact within our local community and beyond-through learning within our creative curriculum and through the way the whole school community treat one another. The Bible story of The Good Samaritan underpins and cements the way in which our whole school community flourishes.

Children may have SEND throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

Teachers consider in their planning, a child's special educational needs and so the provision made enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life. Teachers will have consistently high and ambitious expectations of what children can achieve.

The school is committed to following the guidance in the SEND Code of Practice: 0-25 (September 2014), the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. Refer to School Inclusion Policy and Accessibility Strategy for further information.

Aims

The aims and objectives of this policy are:

- ✓ to identify children with SEND as early as possible;
- ✓ to create an environment that meets the special needs of each child;
- ✓ to ensure all children have access to a broad and balanced curriculum;
- ✓ to encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- ✓ to encourage children to be fully involved in their learning;
- ✓ to make clear the expectations of all partners in the process and provision of special needs;
- ✓ to ensure parents are kept fully informed and are engaged in effective communication about their child's SEND.

Roles and Responsibilities

At Vicarage Park School, provision for children with special educational needs is the responsibility of all members of staff.

The Senco

Amy Robinson is the Special Educational Needs and Disabilities Co-ordinator (SENDCo) at our school and is employed for two and a half days a week. Her email address is:

Senco@vicaragepark.cumbria.sch.uk,

The Senco is responsible for the day-to-day operation of the SEND policy. Their main duties are to: -

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHCPs (Educational Health Care Plans).
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.

- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as Senco for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.

SEND governor

The SEND Link governor is Josh McLeod. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher is Katie Green. She will:

- Work with the Senco and SEND link governor to determine the strategic development of the SEND policy and provision within the school.

- Work with the Senco and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the Senco has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the Senco, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the Senco, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the Senco, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the Senco and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the Senco to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings when appropriate.
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

What is SEND?

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Children do not necessarily have SEND who:

- have English as an additional language
- are a looked after child
- have a disability
- are entitled to pupil premium
- have difficulties with attendance.

Identifying SEND & Assessing Needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the Senco to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers and consider consulting an external specialist.

It should be noted that slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

Vicarage Park Graduated Approach

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the Senco will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the Senco will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on scholar pack and a VIP (Vicarage Individual Plan) will be created which will be made accessible to all staff. Parents will be fully aware of the planned support and interventions, and will be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Senco will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the Senco will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of Support:

First Response

SEN provision at this stage will involve QFT (Quality First Teaching) approaches, targeted at the pupil's area of weakness. Building block small group support to deliver pre/post teach and gap-filling 15 minutes sessions. Discussion between the class teacher, support staff and Senco will lead to suggested strategies and approaches that might be used. We monitor the quality of teaching in our school carefully to ensure that all pupils' needs are met. Teachers are given opportunities to further their professional development in SEND through attending courses. The main aim is to enable staff to identify and support pupils who might be encountering problems.

School-based SEN provision (involving targeted support):

There will be a meeting between the Senco and class teacher to identify what support at this level might include. Examples are:

- support in focus groups within the classroom by a TA/STA
- an intervention programme that targets particular skills such as IDL/Black sheep/Smart Moves

Pupils receiving ongoing SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. At this point we liaise with parents about the additional support being provided and provide the opportunity for parents to ask any questions that they might have.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Where a pupil's behaviour is giving us concern we will consider carefully if there are other underlying difficulties that might be the cause. We will consider any other barriers to learning that the pupil might be experiencing such as:

- difficulties with communication
- mental health issues
- housing, family or other domestic circumstances
- any particular incident or series of events such as bullying or bereavement.

In some cases, your child may require an individual nurture plan or behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly.

Where it is decided that the pupil has SEND we:

- record this in the school records
- ensure that the parent is informed ideally in an arranged meeting/phone conversation
- make additional high-quality provision to meet their needs.

Education, Hand Care Plan (EHCP)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the Senco
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Links with External Professional Agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with specialist services such as:

- educational psychologist
- child and adolescent mental health services (CAMHS)
- specialist local authority support services, including Learning Improvement Service or the Inclusion Service, Early Years Area Senco, Specialist Advisory Teacher, EAL specialists
- speech and language therapists, occupational therapists or physiotherapists
- School nurses
- Barnardo's and the South Lakes Family Hub
- counselling service
- social services

The Senco or Headteacher is responsible for liaising with specialist services. The Senco is responsible for monitoring the use of specialist support and the effectiveness of intervention programmes selected.

Supporting pupils and families

Clear importance is placed upon parent/carer involvement and pupil involvement throughout the SEND process.

The local authority Local Offer [Families Information | Westmorland and Furness SEND Local Offer](#) provides parents with information about the services that are available across

education, health and social care for all including those who do not have an EHC Plan independent of the school. Where appropriate, we signpost parents to relevant agencies within the communities who can offer further support to you and your child.

The school provides a SEND information report which has been written in a parent-friendly way to enable parents to see clearly what the school offers their child with SEND. The school is able to support families through:

- early involvement through the teacher as concerns emerge
- involvement in the assess, plan, do and review cycle
- consultation about SEND practice on an annual basis
- parent consultation meetings
- use of home/school books to maintain lines of communication
- discussion with parents about targets and 'next steps' on a biannual basis.

Where groups of parents seem less well represented we try to set up activities and events that will encourage them to participate by sending out information regarding workshops/courses/parents support groups they can attend.

Our local authority is the admission authority. Our governing body acts in accordance with the admission arrangements determined and published by our local authority. We acknowledge that if we are named in a child's EHC Plan we have a responsibility to admit the child and ensure the provision outlined in the statement is met.

Managing medical conditions

(Please see our separate policy 'Supporting Pupils with medical conditions')

Some of our children require medication to be administered during the school day. We have a medical conditions policy which outlines our procedures for doing this. We recognise our duty under the Children and Families Act and liaise closely with the school nursing team to ensure that we comply. Some children have their own healthcare plan which is written in consultation with parents incorporating medical advice provided.

Transfer

We have a school Nursery and have strong links with our secondary schools and with other local primary schools. All transitions within school are carefully managed to support children's wellbeing. A range of transition strategies are put in place to support children at the end of key phases – e.g. transition plans and extra visits, regular communication between establishments. The receiving school is schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be liaison and communication between the schools.

For pupils transferring to another setting, the Senco is responsible for making sure that all records regarding SEND are transferred as soon as possible. Where possible the Senco should also meet the Senco at the receiving setting to discuss any particular issues and the kinds of support and intervention that the child has been getting so far. The teacher has the general duty of ensuring that other staff with relevant information have the opportunity to feed their comments through to the new setting. This might include observations from teaching assistants and mid-day supervisors.

The Curriculum

All pupils at Vicarage Park have access to the full curriculum. Children are encouraged to gain confidence in different curriculum areas and mixed ability groups are part of the school's normal working practice. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs. Classroom observations and training help to provide teachers with a range of strategies to enable pupils to access the curriculum.

Tracking pupil progress

Throughout the pupil's time in our setting we continue to ensure that close monitoring of their progress takes place through:

- careful half-termly tracking using Scholar pack formative and summative assessment
- discussion during progress meetings of individual pupil performance
- evaluating the targets outlined on their VIP or EHCP
- senior leadership team meetings when provision mapping takes place.

All children feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them. During the tracking of pupil progress, we check that pupils:

- are making the level of progress expected
- are being set challenging and realistic targets (SMART)
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

In order to do this the Senco:

- keeps accurate records of the levels pupils are attaining
- is involved in discussions with class teachers
- maps the provision and support available for pupils within SEND support categories
- tracks the progress of individual pupils over the year.

Working with external agencies

The Senco is responsible for liaising with external agencies and support services in respect of children with SEND. This includes:

- chairing annual EHCP review meetings
- attending multi-agency meetings

The Head Teacher, Mrs Katie Green, attends social services and child protection meetings and feeds back to the individuals concerned. It is expected that teachers will spend time liaising directly with services supporting the children they have responsibility for. In some cases these might be professionals making a judgment in relation to statutory assessment and/or to provide advice on strategies to be used with individuals.

A multi-agency meeting is held when appropriate involving representatives from:

- the health service
- social care
- the learning and behaviour support team
- the education social worker
- the school (Headteacher, Senco).

Monitoring and evaluation of SEND

The effectiveness of our SEND provision is monitored and evaluated by:

- analysis of individual tracking information
- analysis of trends of pupil groups against national and local authority averages
- before and after surveys and assessment following the use of an intervention programme
- observations of teaching and support
- reports are presented at Governors meetings.

Information from this evaluation is used to inform the school development plan and policy review. We review our SEND policy annually.

Training and resources

We recognise the importance of regular staff training to ensure that we keep up to date as well as exploring new areas of knowledge in relation to special needs. In order to do this, we are committed to the following cycle of staff training on an annual basis:

- regular meetings to review progress of children with special needs, policy and/or to highlight any emerging issues.
- regular meetings with the class teachers to review any learning needs
- Senco – two days of training as a minimum to update on latest developments in relation to special needs.
- Teaching assistant training – subject to be agreed annually identified through performance management meetings
- Midday supervisor training as when required.

In addition, it is anticipated that we will have:

- regular training for all staff linked to the development of SEND teaching and learning as part of the school improvement plan
- individual members of staff attending in-service training (INSET) courses as identified through their performance management meetings.

All courses attended and INSET received is recorded in the staff CPD log by Katie Green. As part of this, staff are also asked to indicate the quality and benefits of the training once they have attended through a summary review.

Resources to support children with SEND are mostly kept in classrooms. The SEND cupboard and ELSA Room areas also have resources for the whole school to access. Additional resourcing implications may emerge from discussion around the strategies to be used with individual pupils. These will be brought to the senior leadership team meetings for consideration.

Accessibility

We increase the extent to which disabled pupils can participate in the curriculum in the following ways:

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities

- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils

We improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services. This includes:

- Ramps inside and outside school
- Corridor width enabling wheelchair access throughout the school
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Requesting advice from an occupational therapist if needed

We improve the availability of accessible information to disabled pupils by using a range of communication methods to make sure information is accessible. This can include:

- Internal signage
- Large print resources
- Pictorial or symbolic representations using the widgit software

We have an accessibility plan that indicates our priorities for the coming year. We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our pupils. Class teachers meets with the Senco to establish if there might be any difficulties for any pupils taking part in a school visit such as access arrangements, those with fatigue management plans. Arrangements are made to overcome these.

Admission and accessibility arrangements

All children will be admitted unless there are more applicants than places, in which case the Governing Body will make allocations using the following criteria. These are listed in order of priority.

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
2. Children who have physical, medical, social or emotional needs who would be disadvantaged by travelling to another school. Written evidence from an appropriate professional would be required for the Governing Body to consider admission in this category.
3. Children living within the catchment area having a brother or sister attending our school at the time of their admission giving priority, if necessary, to those children with the youngest siblings. Brothers and sisters are those living at the same address including step, adopted and foster children.

4. Children living in the catchment area.
5. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school.
6. Children living outside the catchment area.

A map of the school catchment area is available from Westmorland and Furness Council or from the school office by request.

Exception to Criteria

The criteria outlined above will be strictly followed, there being one exception: If a child has an Education Health and Care Plan (EHCP) naming Vicarage Park CE Primary School then, irrespective of the criteria, the child *will* be considered as a priority; as, in these circumstances, the Governing Body has a statutory duty to admit the child concerned (unless their needs cannot be met in the named school).

Complaints

If there is a complaint about SEND provision:

1. Discuss any concerns with the class teacher in the first instance.
2. Discuss any concerns with the Senco (meeting to be arranged by the school office).
3. Ask for a meeting with both the Headteacher and Senco (meeting to be arranged by the school office).
4. A letter of concern may be sent to the Chair of the governing body or to the SEND governors for the attention of the Chair.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, <https://www.westmorlandandfurness.gov.uk>

Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy